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Research Article

Analysis of Teacher Competence in Music Learning at TK Tunas Bangsa, Sinar Harapan Village, Tungkal Jaya District, Musi Banyuasin Regency

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Abstract:

Background: Teacher competence in early childhood learning plays a crucial role in stimulating children's creativity and developmental abilities. However, at TK Tunas Bangsa Desa Sinar Harapan, the competence of teachers in conducting music education remains relatively low compared to other subjects. Teachers frequently replace music lessons with visual arts activities such as drawing, indicating limited mastery of musical concepts and teaching strategies

Objective: This study aims to analyze the level of teacher competence in music learning and identify the factors that influence the replacement of music lessons with visual arts. The scope of this paper focuses on pedagogical competence, mastery of teaching materials, learning implementation, and teachers' readiness to deliver music-related activities.

Methods: This research employs a qualitative descriptive method. Data were collected through interviews with teachers, classroom observations, and documentation review to obtain a comprehensive understanding of music learning practices in the classroom.

Results: The findings reveal that teachers have limited skills in vocal techniques, rhythm instruction, and the use of simple musical instruments. As a result, teachers tend to avoid music lessons and shift to drawing activities, which they perceive as easier to manage. The study also shows that the lack of training, insufficient learning media, and minimal exposure to music pedagogy significantly affect teachers' competence.

Conclusion: The study concludes that teacher competence in music education at TK Tunas Bangsa is still inadequate and requires strengthening through targeted training, provision of musical learning resources, and continuous professional development. Improved competence is expected to encourage teachers to implement meaningful and consistent music learning in early childhood education.

Keywords: Early Childhood Education, Learning Implementation, Music Learning, Teacher Competence

1. INTRODUCTION

Music education plays an essential role in developing children's creativity, emotional expression, and sensory abilities, especially at the early childhood level (Asti & Yudha, 2024). Globally, early childhood education systems emphasize the integration of various art forms, including music, as a means to stimulate holistic development (Ghozali, 2020). In Indonesia, the national curriculum for Pendidikan Anak Usia Dini (PAUD) also mandates the inclusion of music learning as part of artistic and aesthetic development. Ideally, teachers are expected to facilitate engaging music activities that support children's rhythm, vocal expression, and appreciation of sound (Fitriyani et al., 2024).

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However, in practice, music learning in many early childhood institutions still receives less attention compared to other developmental domains (Starkey, 2020). Several studies have reported that teachers often feel less confident in teaching music due to limited competence, insufficient musical training, and inadequate instructional resources (Gunara & Sutanto, 2021). These conditions lead to a gap between curriculum expectations and actual implementation in the classroom (Julia et al., 2023).

A similar condition occurs at TK Tunas Bangsa Desa Sinar Harapan Kecamatan Tungkal Jaya Kabupaten Musi Banyuasin. Based on preliminary observations, teachers' competence in conducting music learning remains relatively low compared to other subjects (Regita et al., 2024). Instead of implementing structured musical activities, teachers frequently replace music lessons with visual arts activities such as drawing, which they perceive as simpler and more manageable (Harfiani & Nugroho, 2020). This situation indicates the presence of pedagogical constraints, lack of mastery in musical concepts, and minimal availability of musical learning media. Ideally, learning music should involve singing, playing simple instruments, and recognizing rhythm patterns yet these practices are not optimally conducted (Thoha & AN, 2021).

Previous research has examined teacher competence in early childhood music learning, but most studies focus on training models, musical environment support, or teacher perceptions toward music education (Praharani

et al., 2025). Few studies specifically analyze the gap between expected curriculum implementation and teachers' actual teaching behaviors in rural early childhood institutions (Redhamah et al., 2024). The novelty of this study lies in its focus on analyzing teacher competence comprehensively covering pedagogical skills, mastery of teaching materials, and readiness to apply music activities while also exploring reasons behind teachers' tendency to replace music classes with drawing activities (Khasanah et al., 2025). Therefore, this research is conducted under the title "Analysis of Teacher Competence in Music Learning at TK Tunas Bangsa, Sinar Harapan Village, Tungkal Jaya District, Musi Banyuasin Regency." The study aims to analyze teachers' level of competence in music learning and identify the factors influencing the low implementation of music education in this early childhood setting.

2. MATERIAL AND METHOD

This study employed a qualitative descriptive research design aimed at providing a comprehensive picture of teacher competence in implementing music learning at TK Tunas Bangsa, Sinar Harapan Village, Tungkal Jaya District, Musi Banyuasin Regency. A qualitative descriptive approach is recognized as effective in capturing natural behaviors and experiences in early childhood settings (Izzah et al., 2020). The participants consisted of three teachers selected through purposive sampling based on their involvement in music learning or their tendency to substitute it with drawing, following recent purposive sampling guidelines (Mateos-Moreno, 2022). Data collection began with school coordination and continued for two months, from March to April 2024, using classroom observations, interviews, and documentation (Aisyah et al., 2024). Triangulation was applied to improve credibility, consistent with current qualitative validity approaches (Marlina et al., 2025).

Data were collected through observation, semi-structured interviews, and documentation (Samsudin et al., 2023). Observations explored how teachers planned and implemented music learning, in line with updated recommendations for naturalistic observation in early childhood classrooms (Gunawan et al., 2023). Interviews examined teachers' musical knowledge, pedagogical strategies, and constraints, while documentation included lesson plans and activity photos (Tang et al., 2020). Observation sheets, interview guides, and documentation checklists were developed based on PAUD curriculum requirements and recent frameworks for evaluating teacher competence in music learning (Szczyrba-poroszewska & Lasota, 2023).

This model remains one of the most widely used approaches in qualitative educational research (Amini & Wiyani, 2024). The study was conducted in one institution, which limits generalizability, a limitation noted in recent discussions on small-sample qualitative studies (Levitt, 2021). Despite this, triangulation strengthened the validity of findings, providing meaningful insights into the practical constraints of implementing early childhood music learning in rural contexts (Ba, 2021).

3. RESULTS AND DISCUSSION

3.1 Result

The results indicate that teachers at TK Tunas Bangsa demonstrate limited competence in implementing structured music learning activities. Classroom practices were largely confined to simple singing exercises, with minimal integration of rhythm instruction, sound exploration, or the use of musical instruments. This condition reflects an insufficient understanding of early childhood music pedagogy, which contrasts with the view of Campbell and Scott-Kassner that effective music learning should involve diverse sensory, rhythmic, and experiential components (Lubis et al., 2025). Teachers also exhibited uncertainty in teaching fundamental musical concepts such as tempo and pitch, resulting in learning activities that were repetitive and lacked developmental depth.

Another significant finding is the frequent substitution of music lessons with drawing activities. Teachers perceived music instruction as more complex and demanding compared to visual arts. This perception is consistent with Yuliani's findings that many PAUD teachers feel inadequately prepared to teach music due to limited training and professional support. Furthermore, the absence of basic musical instruments, such as tambourines or shakers, further discouraged teachers from implementing appropriate music learning activities, leading them to select drawing as a more familiar and manageable alternative (Suprayitno et al., 2023).

In addition, several external factors contributed to the low level of music learning implementation, including limited resources, inadequate facilities, and weak institutional emphasis on creative arts. Similar constraints were identified by Rahmawati, who reported that insufficient learning media significantly reduces teachers' confidence in conducting music-based activities. Although teachers at TK Tunas Bangsa acknowledged the importance of music for early childhood development, they were unable to translate this awareness into consistent classroom practice due to these systemic limitations.

3.2 Discussion

The findings of this study demonstrate that teacher competence in early childhood music learning at TK Tunas Bangsa remains limited, particularly in relation to pedagogical understanding, content mastery, and instructional implementation. Although teachers acknowledged the importance of music for children's holistic development, this awareness was not reflected in

consistent classroom practices. This gap highlights a persistent disconnect between teachers' conceptual recognition of music education and their practical ability to implement it effectively, a challenge frequently reported in early childhood education contexts.

The PAUD curriculum explicitly mandates music learning as an integral component of children's aesthetic and artistic development. However, the observed practices at TK Tunas Bangsa indicate that curriculum objectives are not fully operationalized at the classroom level. This finding supports Suyadi's argument that curriculum implementation in Indonesian early childhood institutions is often constrained by teacher readiness and institutional support. As a result, music learning becomes marginal rather than a structured developmental activity, despite its recognized pedagogical value.

Teacher self-efficacy emerged as a critical determinant of instructional behavior. Teachers who lacked confidence in their musical abilities tended to avoid music instruction and instead replaced it with drawing activities. This finding is consistent with Bandura's self-efficacy theory, which posits that individuals are more likely to engage in tasks they feel competent to perform. In the context of early childhood education, low self-efficacy not only affects instructional choices but also limits the diversity of learning experiences provided to children. Consequently, children miss opportunities to develop rhythm sensitivity, auditory discrimination, and expressive skills that are fundamental to early musical development.

Furthermore, the dominance of singing as the sole music activity suggests a narrow interpretation of music learning. Effective early childhood music education should encompass a variety of experiences, including movement, rhythm exploration, sound recognition, and interaction with simple instruments. The absence of such activities at TK Tunas Bangsa reflects teachers limited pedagogical repertoire and reinforces previous findings that insufficient training leads to repetitive and surface-level instruction. This condition may reduce the developmental impact of music learning and limit its contribution to children's cognitive, motor, and socio-emotional growth.

Institutional and contextual factors also played a significant role in shaping instructional practices. Limited availability of musical instruments, inadequate facilities, and weak administrative emphasis on creative arts constrained teachers' ability to implement meaningful music learning. Rahmawati similarly found that the lack of learning media significantly undermines teacher confidence and instructional creativity in early childhood music education. These findings underscore the importance of institutional support in enabling teachers to translate curriculum mandates into practice.

The frequent substitution of music learning with drawing activities further illustrates how teachers prioritize instructional convenience over curriculum alignment when faced with limited competence and resources. While visual arts are valuable for early childhood development, replacing music entirely reduces the balance of artistic experiences intended in the PAUD curriculum. This pattern indicates that music learning is often perceived as optional rather than essential, reinforcing its marginal position within early childhood instructional priorities.

3.2.1 Implication

The findings imply that strengthening teacher competence in early childhood music learning requires comprehensive and systematic interventions. Professional development programs should move beyond general pedagogical training and explicitly address early childhood music pedagogy, including rhythm instruction, vocal techniques, and the use of simple instruments. Enhancing teachers' practical skills is likely to increase self-efficacy and reduce avoidance behavior in music instruction.

In addition, institutional support is crucial for sustaining improvements in instructional practice. The provision of basic musical instruments and learning media can significantly enhance teachers' readiness to implement music learning. These implications align with international perspectives emphasizing that effective music education depends on both teacher preparedness and supportive learning environments.

3.2.2 Research Contribution

This study contributes to the literature by providing empirical evidence of how teacher self-efficacy, institutional constraints, and resource availability interact to shape music learning practices in rural PAUD settings. While previous studies have focused on teacher training models or attitudes toward music education. This research highlights a specific instructional phenomenon the systematic substitution of music learning with drawing activities.

By situating this phenomenon within the framework of curriculum implementation and teacher competence, the study offers new insights into the structural and psychological factors that hinder effective music education in early childhood settings. These findings enrich the discourse on curriculum-practice gaps and extend existing research on early childhood teacher competence in developing contexts.

3.2.3 Limitation

Despite its analytical depth, this study has several limitations. The focus on a single institution limits the transferability of findings across diverse educational contexts. Additionally, reliance on qualitative methods may introduce interpretive bias, particularly in assessing teacher competence and instructional intent. These limitations underscore the need for cautious interpretation and contextual sensitivity.

3.2.4 Suggestion

Future research should adopt comparative and longitudinal designs to examine how teacher competence in music learning evolves over time and across

institutional contexts. Integrating quantitative measures such as competence scales or observational rubrics could strengthen empirical rigor and enhance generalizability. Moreover, future studies should explore policy-level strategies for embedding music education more firmly within early childhood curricula. Addressing teacher competence, institutional resources, and curriculum coherence simultaneously is essential to ensuring that music learning fulfills its role in supporting children's holistic development.

4. CONCLUSION

The findings of this study conclude that teacher competence in music learning at TK Tunas Bangsa remains limited, particularly in mastering basic musical concepts, selecting appropriate teaching strategies, and using musical learning media. This low level of competence has led teachers to frequently replace music lessons with drawing activities, which they perceive as easier to manage. The research highlights a clear gap between curriculum expectations and actual classroom implementation, influenced by teachers' lack of confidence, limited training opportunities, and inadequate availability of musical resources. Strengthening teacher competence through targeted training, provision of musical instruments, and continuous professional development is essential to ensure that meaningful and developmentally appropriate music learning can take place in early childhood settings.

5. ACKNOWLEDGEMENT

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6. AUTHOR CONTRIBUTION STATEMENT

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